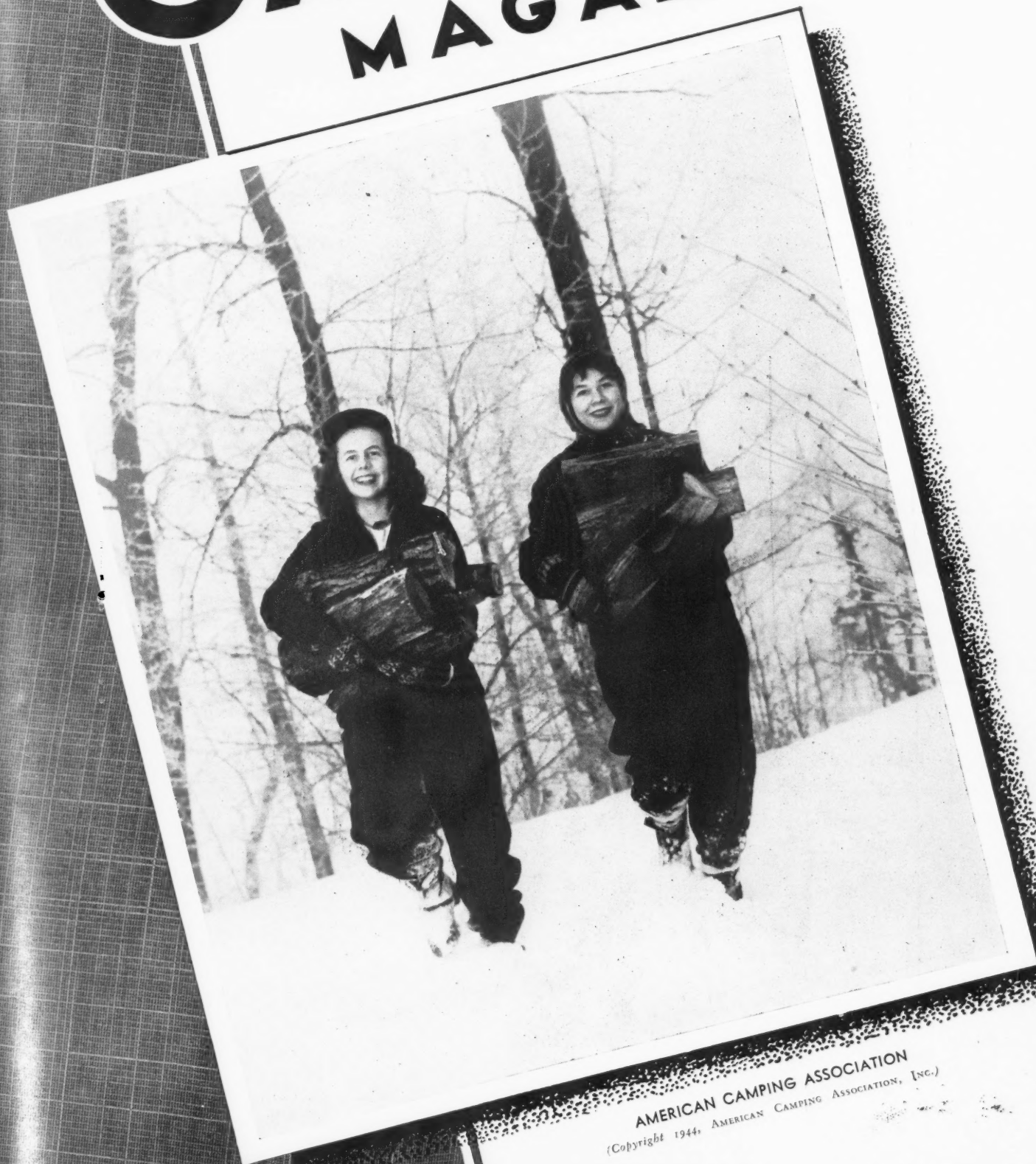


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# The **CAMPING** MAGAZINE



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**JANUARY**

**1944**

# Sixty-one Years OF SPECIALIZED SERVICE



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# The Camping Magazine

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A Winter Evening by the Fire

Courtesy Camp Tanadoona, Camp Fire Girls, Inc.

## Program Aims for Camping, 1944?

**C**HILDREN'S camps must bend every effort to make a definite constructive contribution to the needs of this nation at war. This contribution will be made through the development of healthy, happy, self-reliant youngsters who can work and play with other people, and who have the right foundations to grow into strong, well rounded, active citizens of the nation in the coming years. In addition, camps will further contribute by helping older adolescents prepare for a good adjustment to military service or similar responsibilities. Camps do not need to parallel military training. Camping has always stood for the development of a well-rounded individual, through health, self-reliance, and happiness, achieved by wholesome interesting outdoor activities. It is in these realms that camping will continue to make its contributions to our nation.

"Camping—A Wartime Asset", report of the Alexandria Conference, outlines eleven objectives which serve as a general guide in program planning to reach our aims. These, though, are general. The following are suggested as specific program aims for all camps. The accomplishments of our camps, in terms of *what happens to our campers* spell the only justification of the use of manpower, the use of equipment, the use of gas and tires and space in trains, the use of food. We, therefore, suggest these aims, as aids to all camps in developing programs for our campers this year. We realize that most camps will go far beyond them, that well-tested practices and high standards for activities will continue. We suggest that the individual camp's objectives be reviewed, and that the following be in some way incorporated into the camp's program for every camper:

1. Active democratic living, with a chance to plan, to share responsibility—a true example of "The American way."
2. Increased use of the camp setting to develop physical fitness through hiking, swimming, and other vigorous outdoor activities.
3. Enlarged opportunities for campers to learn and practice taking care of themselves, especially through outdoor living skills.
4. Increased knowledge of the out-of-doors, with emphasis on appreciation of the natural resources of our country, and an increased sense of responsibility for the care of and conservation of such resources.
5. Opportunity to lend a hand in some service project for the neighborhood community of some service agency.
6. Wholesome recreation, relaxation and fun, developed without specialized equipment.
7. Continuation of cultural and creative activities, like music and the arts, that build inner resources for individual growth.
8. Participation in the national foods program, by production in farming, gardening, by conservation, or by teaching of food values.
9. Increased awareness of what being an American and what being a "good neighbor" means.

EDITOR'S NOTE: The program aims stated above were worked out by a small group at the New York Regional Conference last February as specific aims for camping programs in 1943. Section groups and individual camps may be interested in studying them carefully to consider what additions need to be made and how they may be restated for camping in 1944.



# Who Plans the Camp Program?

By

Catherine T. Hammett

**I**F a camp is truly a democracy on the campers' level, the campers have a major share in planning the day by day and week by week activities. But long before the campers arrive, dragging duffel bags behind them, there is much that a director does to *make it possible* for campers to have the program planning in their own hands. Camp directors, camp committees and camp staff members plan *Program Possibilities* to present to campers. Much good thinking must go into this part of program planning, from the organization of the camp that makes camper-planning possible, to the range of activities that are presented as possibilities.

*Program possibilities* are the starters for program and it is these that should be concerning directors now, while winter winds are blowing. If directors and staffs would think in terms of presenting possibilities for campers to choose, to work with, themselves, we would have less autocratic, and more democratic programming in camps—hence better development of campers.

*Program possibilities* are the many arrangements made by the director, or controlling group, that make program possible. There are many factors that control or limit the possibilities presented in any one camp. These factors are what make camps "individuals" too. They are what help to make camp spirit and camp mores in any one camp. These factors must be considered in planning possibilities. What are some of them? The camp site and the neighboring locale will determine types of program: the equipment, or lack of it will determine certain activities, stimulate new interests, make possible all types of program. Camping objectives of the individuals or groups sponsoring the camp will influence the program. The way in which the camp is organized for living and activities, or a combination of both, will be a strong factor in how the program develops. The staff, as to qualifications and numbers, will determine what can and will be done with the possibilities at hand. The campers will be a factor—their ages, experiences, needs and desires will govern what is planned, and how it is planned. The climate, the weather, the season may limit or extend the program, will certainly affect it in many ways. This year the import of the war has much influence on the kind of programs offered. Camp traditions will set a tone,

and may limit or enhance program as "What we have always done" will certainly enter the picture. Each of these factors will vary somewhat with each camp; there will be others to consider, but it is by factors such as these that program possibilities are determined.

If then these are factors determining program, how is it possible in any camp to give the program planning to the campers? How, then, do we get this practice in democratic living, this practice in self-reliance and resourcefulness about which camp people talk a good bit? In the director's hands (and in the hands of camp committees, if they exist) lies the difference between an autocracy and a real camper's democracy. Much planning goes into *program* before the first night's campfire, when a counselor says "Here are some of the things you can do while in camp!" Here are some questions that may point out some of the planning to be done beforehand.

## OBJECTIVES COME FIRST

Why have the camps? Is it to give youngsters a chance to have fun and adventure out-of-doors, to learn to know, enjoy and appreciate the out-of-doors, to do the things that are difficult to do the other fifty weeks in ten months in town? Is it to help them learn to live and work and play together, to learn to share responsibilities for the good of the group and the camp community, and the community outside of camp? Is it to build health, through sunshine, fresh air, exercise, good food and rest? Is it to give a real vacation, with something different, something thrilling, something that is *fun*? Why have the camps? Surely, it is for these, or similar reasons—or else why not stay in town?

## IS CAMPING THE MAIN IDEA?

If these questions are answered in the affirmative, it would appear that the program possibilities in the camp must present opportunities for learning to know, to like, to get along in the out-of-doors. Once a camp has this as the basis of program, there can be progress in the organization, the selection and training of staff, the equipment offered in the camp. "Live out-of-doors and like it" might well be the camp motto! How go about it?



A Winter Feast

Courtesy Camp Fire Girls, Inc.

#### ORGANIZATION IS IMPORTANT

If groups are to try out living out-of-doors, and living together, there must be small enough groups to make this possible. Some camps have a unit plan of organization, others have small camps, or tents or cabins that operate as units with a leader or leaders whose main job is the living and activities of that group. (Both living and activities *are* the program!) Is this possible in *your* camp? Can a small group plan its own day, according to its own wants? Can one group cook and, go on a hike, go fishing, make a dam in a brook, stop and watch an ant hill, get up early to see the sunrise, sleep out to watch the stars, bake potatoes in a campfire, make a collection of caterpillars or take what is planned for lunch to eat on the lake shore? *Organization* makes this possible!

#### COUNSELORS ARE THE KEY TO SUCCESS

Do the counselors like to be out-of-doors (even if they do not know too much about it—yet!)? Are they the kind of people who will let youngsters have ideas, and try them out? Are they the kind of people who will pay attention to the mediocre youngsters as well as the go-getters? Are they interested in making democracy work on the camper level or are they autocratic in their own domain?

How does the director handle the staff? Can they

have ideas and try them out? Or is the camp director, or some other staff member the autocrat of the camp?

#### DO THE CAMPERS HAVE A CHANCE TO LEARN HOW?

Are the campers introduced to the possibilities of living out-of-doors? Are we as careful to teach progressive steps in camp living as we do in swimming? First, do we really teach campcraft and good outdoor living skills, or is this "Incidental to being in camp?" Do we give campers time to live out-of-doors, or must they go by a schedule that breaks up the fun of doing things out of doors? If living out of doors is the keynote, other activities are incidental and spontaneous, and formal type of activity is not needed or wanted. But remember that there needs to be a plan of progressive teaching and practicing so that there will be real enjoyment.

#### ARE THINGS SCHEDULED?

If small groups are to plan their own days, according to the possibilities, is there freedom from schedules that prevent this small group living? Someone will make a day's plan, of course, and *who* makes it? Does the staff? Does the program director? Or does the small group with its leaders? In a real camper's democracy the small group and its leaders are free to plan their day and their week, using any of the program possibilities the camp affords. This does not mean that each camper does as he likes! There is a plan for the day, and each camper has a hand in making it suit his group, according to their desires and the activities stimulated by counselors to meet needs or introduce new activities.

The so-called "specialists" on a staff must know that the small group is the important group, and must not high-pressure activities or schedules. There may be scheduled times for swimming or boating, but can a group choose to swim early or late, according to its plans for the day? Nature, crafts, dramatics and other special program counselors do best when they work with small groups. This, though, must be stressed by the director, and more credit given to the nature counselor who helps a small group fix up a nature trail, than to the glamorous trail laid by the nature expert herself.

Plans for food and for cooking out must be made ahead of time. Dietetians and cooks *can* be the autocrats who foil the good group process. But not if they understand that small groups will cook out at odd moments. And not if the limitations within which each group can cook are clearly understood. Groups cannot just cook as they please. But they can understand what they can have, how they get it, and so on. The director plans this type of program possibility ahead of time.

(Continued on page 22)

# AN APPROACH TO NATURE LORE IN CAMP

By

Lydia King Frehse

CAMPING is an outgrowth of the desire many of us feel to know and to understand more fully the world in which we live. To help children feel more at home in their world should be the business of every boys' and girls' camp. To do this successfully, the nature counselor must do much patient planning, must grace her work with imagination and enthusiasm, and must bring to it a growing awareness of the many-sided interests which the field of natural science affords. So pursued, her position becomes one of the most challenging which the camp staff has to offer.

I should like to preface what I have to say about the methods of teaching nature lore in camp with a little something of the philosophy back of these methods. The end which we are trying to achieve is more important than the method used. In any case, methods have to be suited to the situation and the child. This is especially true of teaching in camp, because the situation is usually more flexible and informal than the school situation. We do not have to cover a certain requirement or fit-in with a course of study, and we have all of the out-of-doors for our laboratory.

Our approach is through general and related ideas rather than through learning disconnected facts and names. We do learn facts and names, but we try to learn them in relation to a single idea, and that is to relate the child to the universe in which he lives. We try to have him see that life is a long progression from simple to complex forms, that each life form is dependent upon all that preceded it and intimately related to all that comes after it; and that he too has a place in this drama of evolving life. Children are interested in these general ideas and are able to grasp and remember them. It is more important to awaken an interest than to teach a fact.

There are few people to whom the universe means more than the flat or hilly surface upon which they walk. It is in truth a vast stony-encrusted globe held in space by invisible chains that bind it to its parent sun. So vast is the solar system that we may compare it to a huge pan of bubbles. We who inhabit the earth dwell upon the surface of only one of these



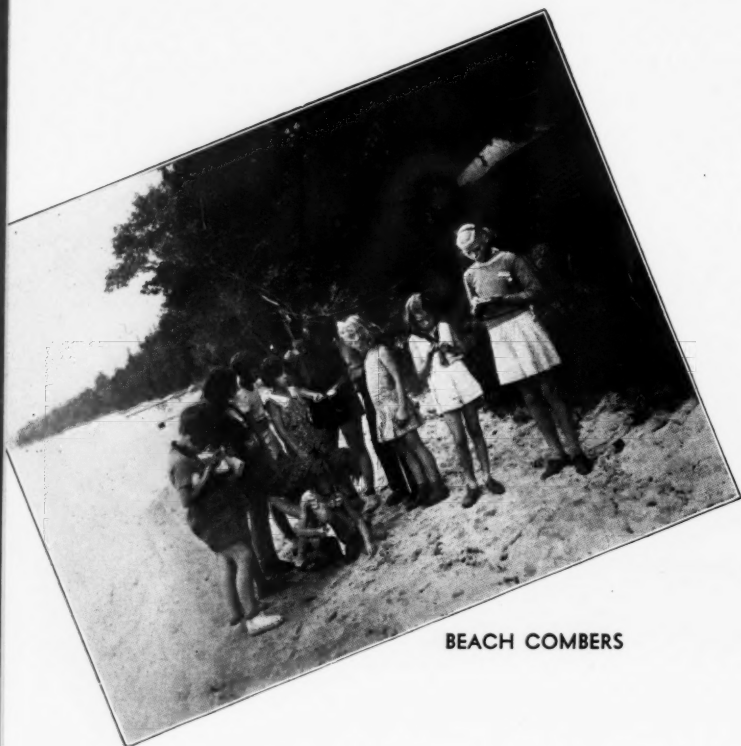
drifting bubbles. Children gazing into a night sky can understand that the measure of its vaulted depth is a light year, that some stars are so far away that their light is just now reaching our planet Earth. The stars teach a lesson of infinity against which the child may measure his small day.

The rocks, which are the story book of life, tell us that the world is anywhere from two to ten billion years old, and that many plants and animals which once peopled it are now extinct. Life began many millions of years ago as a single cell in the warm waters of a cooling sea. The first life was in all probability a plant cell, very similar to the life forms found in the green scum floating in any stagnant pool. Then if you are alive, you are either a plant or an animal. These two life forms developed side by side, are dependent upon each other and are very similar in many ways.

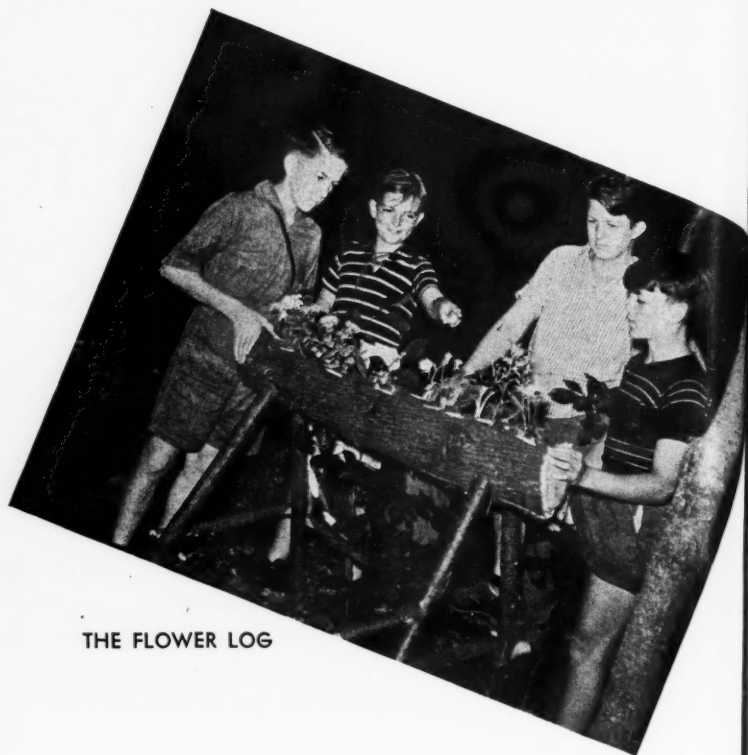
All life is protoplasm, done up in minute bags called cells, whether it is the green scum on a pond, a rare orchid, a worm, or the little boy who digs up that worm.

We try to demonstrate the principle of evolving life in many ways. We make displays of all the plant forms we can find, beginning with algae in a glass and ending with the flowering plants, labeling them and making a simple statement of the position of each in the drama of plant life. We do the same with animals, although it is more difficult to keep a





BEACH COMBERS



THE FLOWER LOG

bug or a snake in place. Where we cannot use live animals, we substitute pictures or mounted specimens. Collecting this material makes a fascinating objective for nature walks and individual excursions to the woods and fields. This project may be as simple or as complex as the interests and abilities of the children warrant. They soon grasp the idea that many millions of years pass between each life form so displayed and that one form gradually leads to the one next to it. We find that two charts—a plant and an animal chart—drawn like trees and illustrated with pictures of the different plants and animals give the children a simple check on the relative position of any life form.

Plants need soil, sun and water. Soil is ground up rock enriched with the remains of decayed plants and animals. The sun is the source of light, heat, and energy. Water is the great solvent through which we get our food supply.

Plants adapt themselves to light, soil and moisture. Animals are dependent upon the food supply which plants furnish. So we come to know the meaning of the word habitat, or home. Certain habitats produce certain types of life. If we come upon a dense growth of hemlock, there will be no ground cover. In a typical pine barren, lichens, mosses, ferns and small plants with green or white flowers take the places of grass. A June meadow is bright with daisies and tall grasses. Along a stream we are sure to find the kingfisher and the muskrat. The upland sandy woods covered with jack pine is the home of the Thrush and the Whip-poor-will.

Children are fascinated by their relationship to the plants and animals in the woods about them. Their city experience is too often limited to a potted plant in the window or an animal in the zoo. Just how are plants related to us all? We are almost wholly de-

pendent upon them for food, shelter, clothing and warmth. In addition to this, bacteria act as scavengers, keeping the world free from the clutter of dead and decaying plants and animals.

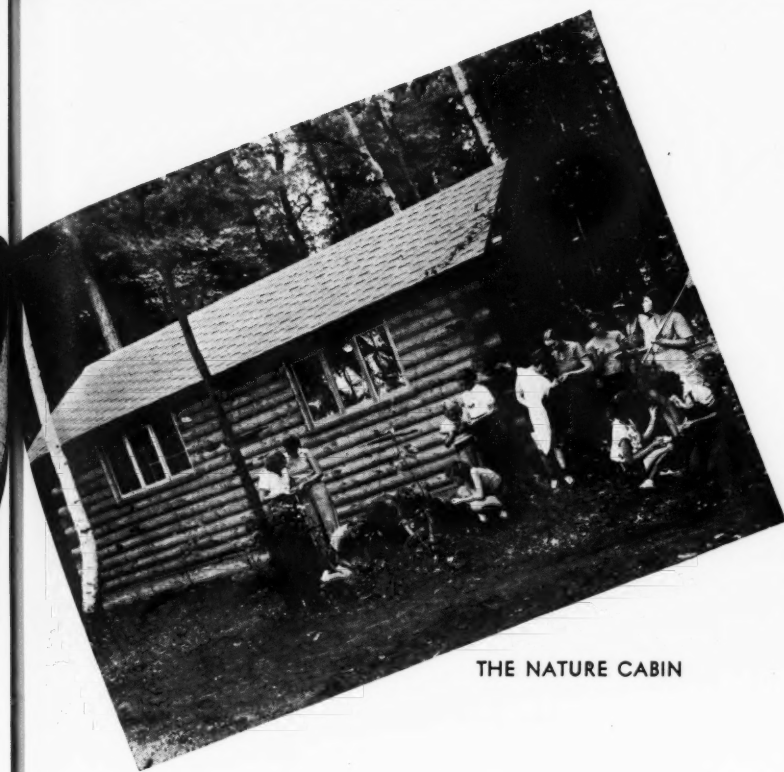
What role do the animals play in our lives? They too give us food and many articles of clothing. The insects pollinate flowers, thereby insuring our supply of fruit and vegetables. They too act as scavengers helping to return to the soil dead matter. Birds scatter seeds and eat insects. Predatory animals keep many life forms from becoming a menace to us all.

So we come to the truth that all of life is at once a birth, a living, and a dying so that life itself may begin all over again.

Nature puts all her creatures to some special use so that a balance is maintained which makes the universe run as smoothly as a clock. This interdependence of life forms is a fascinating idea, one which may be followed all summer, along many by-paths and lanes.

• Things may change their form, but nothing is ever really lost or destroyed. Water may be a fleecy cloud, a drink on a hot day or smooth ice to skate on. Wood may be flame, ash or carbon.

What story do the rocks tell? They have preserved for us a record of all the life that has gone before. We take our children to a gravel pit which is part of the terminal moraine of a glacier. What a thrill to find and hold in one's hand a fossil coral which was alive in the Devonian period as long as three-hundred fifty million years ago. This summer we made a small-scale model of the Carboniferous period which has left us as plant remnants our horsetails, club mosses and ferns. These grew tall enough to make up that early forest two-hundred fifty million years ago. When this forest was buried, together with the huge reptiles which populated it, the coal and oil which we



THE NATURE CABIN



NATURE CABIN INTERIOR

use today was laid down. The Tertiary period produced the most abundant and diverse flora of all time. It has left us our tulip, sassafras, and mulberry trees with their curious leaves. These suggest the brilliant colors that must have flamed in those autumns sixty million years ago.

The value of the nature cabin or museum is determined by the manner in which it is used. If it is a place where the children feel free to bring the interesting things they find so they may learn more about them, and so that others may share in their enjoyment, it then seems to me to have great value. It needs to be an ever-changing picture of what the children themselves are doing rather than a place filled with lifeless exhibits. A nature trail, if made anew each year with the help of campers, affords many opportunities for self expression and enjoyment. Sometimes a child will suggest and undertake the project of making a side trail to something he has found and particularly enjoys. A long outdoor table in the vicinity of the nature cabin can be turned to many uses; for making various kinds of prints, for assembling collections or for carrying on any of the activities which combine handcraft and nature lore.

Many books are available which suggest nature games and teaching devices. I have found that young children enjoy most the games which they themselves help to originate, or simple play suggested by situations as they arise in the out-of-doors each day. Children never seem to tire of a mystery box, in which a mystery is hidden each day and identified by the campers. Objects used should center around the day's activities or experiences. This procedure is doubly effective if it is followed up with a short talk to the entire camp in the dining room or around the fire.

Art and Nature lore make splendid teammates. For the last two summers we have had an artist on our

nature staff. Informal sketching and its attendant discovery of the symmetry of flower and leaf parts has added greatly to the interest and effectiveness of our program.

Craft and Nature projects are often inseparable. Many of the materials used in our craft shop are collected on nature walks. Now that the supply of ready-made materials is limited, why not add to the creativeness of your program by making use of the grasses, the pinecones, the shells, the soft pine wood, and dead birch-bark which can be found on any nature walk?

I believe the nature walk can be and should be the most effective method of acquainting children with the out-of-doors. Yet how often it becomes the dulllest part of the whole program. A well-informed teacher, really alive to the sounds and sights of the woods, will always see and hear something new and interesting. A mere naming of this tree or that bird will sometimes interest an adult, but seldom will it delight a child. Store your mind with unusual facts about plants and animals. Dwell upon relationships and interdependence between plants and animals. Seek out some particular situation—a fallen log almost turned to soil, an ant-hill, a clump of birch with a stump in its center—and retell the drama of life which has been enacted there. By all means carry as many lenses as you can afford. We have several kinds and sizes adapted to the needs of the various children. A magnifying lens opens up a new and wonderful world to a child. By means of it the most common object takes on real magic.

Keep the nature walk a spontaneous experience to which each child feels free to contribute. Although the leader should have in mind certain objectives for each day's activities she must be ready to make the

*(Continued on page 20)*



# ADVENTURES IN FOOD RAISING

By

C. Thurston Chase, Jr.

**I**T can't be done! You're expecting too much. Such was the universal dictum of our friends to whom we proposed the idea of a co-educational, teen-age Eaglebrook Farm Work Camp. We hoped to help relieve the war-time food shortage. Farmers were the first to present obstacles. "No city-raised boy or girl could be worth his salt in the Connecticut Valley fields. Why, even those born and bred on the farms are no real use until they're at least eighteen. No, thanks, we'll find labor somehow. The draft and war industries won't take all the help and anyway, we would rather do work ourselves than have a bunch of unruly kids spoil our crops." Then came the schoolmasters. One said that no boys would be available. Those old enough to work would be earning from 60 to 80 cents an hour in defense industries, and the rest would be accelerating their education before draft or enlistment. The girls' schools had little faith in their pupils' work ability, but thought they would "just love a summer at a camp where there were boys". One close friend, headmaster of a well-known boys' school, made a special long distance visit to persuade us that if we must have a work camp, it would be disastrous to include girls, of whom we knew nothing (not far from the truth). Co-education was

to him the source of all evil—a headache to be avoided! Then came the parents with well-founded queries. "How could we do farm work and keep a balanced life? What conditions would their sons and daughters meet on the farms? How would boys and girls who had lived protected lives have a lasting interest in a grueling day of corn hoeing or haying in the July sun?" Our Trustees objected. After a busy school year, how could we have the energy to do justice to a totally new project and still be fresh for the school year ahead?

Still, there was a war on. We had no military opportunity to help. We, and many of our associates and school friends, cared little for a long and leisurely vacation. We knew that many boys and girls were restless to share in winning the war, unwilling to count the purchase of war stamps and the collection of salvage as full outlet of their energy and their devotion to the country.

Our cautious friends slowed, but didn't stop us. There had been, on differing plans, a few successful work camps. We scaled down our plans, envisaging a camp of 20 boys and 20 girls. We knew we could raise a large vegetable garden, a little stock, and render some help to nearby farms if they got in a tight place. A simple announcement was made to our friends. It soon became apparent we had not been wrong. The young people were ready and more than eager. Applications came rolling in so fast that a full time secretary could not cope with them. Some 600 applications came from Toronto and California, from Florida, Cleveland, Virginia, even from Maine and New Hampshire. Two hundred and fifty of these boys and girls were accepted for periods varying from 3 to 13 weeks. Personal interviews with campers and parents and careful systems of reference helped the choice of our unusually fine-spirited group of young people. Each camper signed a pledge:

"I realize that the purpose of the Eaglebrook Work Camp is to assist in overcoming the war-time farm labor shortage. To this end I promise to work willingly and to the best of my ability. I also agree to co-operate with the program and leadership of the Camp."

This was to be a voluntary, co-operative program without coercion of recalcitrants. Three campers did not enjoy the work and were urged to go home.

THE CAMPING MAGAZINE

Learning the Art of Hoeing







A Rest at Lunch Time

Three violated the pledge and one of our two simple rules, and were promptly sent home. Many, more than 100, remained one to ten weeks longer than they originally signed for. Such a camp should not be too large; 80 is about the ideal number for congenial work and fun—with a few more boys than girls. Campers should be over 14, sturdy, and free of allergies.

The selection of staff will always be a matter of greatest importance. The work director must have broad farm experience, know the viewpoint of the farmers, possess a sympathetic knowledge and understanding of young people, and qualities of real leadership. We were fortunate in having on our faculty just such a man, formerly assistant headmaster of a secondary school. We found other teachers, on our faculty and elsewhere, who had had some experience in farming. The summer also proved that school men and women with a practical turn of mind could, regardless of previous farm experience, quickly pick up the necessary knowledge to lead groups in the fields.

The "home front" can be even more important to the young people. Again the staff member in charge must be a real leader; understanding and humorous, yet firm; full of ideas for entertainment and sport. He needs competent assistance from others experienced in recreational music, dramatics, dancing and games. Dormitories must be ably supervised centers of a homelike life. Where possible, work staff should have few home-front duties and vice-versa. Each needs time for planning and personal relaxation in so busy an atmosphere. A little overlapping of duties will help unity but much of it brings only inefficient confusion. Experienced campers, if mature and respected, can carry much responsibility as junior foremen

and dormitory assistants. We were fortunate in our staff group, all of whom looked upon the experience as an adventure in serving the country and in developing a new, possibly permanent, educational opportunity. We soon were confirmed in our belief that boys and girls in the 'teens did not really want to spend their holidays in mere play, but were happiest in purposeful work which they could share with normal companionship and relaxing fun.

Eaglebrook School closed June 7th, and three days later the advance guard of Work Campers began to arrive—25 strong! This is too short a time. Even if growing things must be neglected for a little, allow at least a week between school and work camp. Training in our own garden introduced early comers to the complexity of the apparently simple processes of

fertilizing, harrowing, planting, and cultivating. There was even an art in hoeing! As they became confident and interested, they began to ask for broader fields to conquer, and at about this time came the first timid requests for help from farmers. When asked about wages our reply was, "Pay them what they are worth". The first offers were at 15c and 20c an hour. One after another, farmers offered wage increases and the county agent kept phoning us for help until we could meet less than half the requests for workers. News of the boys' and girls' proficiency spread like wildfire, till requests came from 20 and 25 miles away. We kept to a 12-mile radius, for despite the generosity of our rationing board, we had transportation problems. Each day would find groups of 2 to 30 working for as many as 20 or 25 farmers. Altogether they labored for 48 employers during the summer. Wages rose to an average of 44c per hour and the farmers sought them in preference to farm-

Doing the Camp Laundry



bred young people. Here are a few highlights of their accomplishment:

They raised two plantings of a six-acre vegetable garden providing all their own table vegetables, canned 7,000 quarts, and stored many tons for winter use.

They raised 800 chickens, two steer, fourteen pigs.

They hoed about 400 acres of corn, cultivated 620 acres of potatoes, helped in tobacco fields, weeded and clipped many of acres of onions, assisted in getting in some 100 acres of hay. One farmer rated a 15 year old girl a better haying hand than his foreman.

They harvested, in part with the help of mechanical pickers, 89,000 bushels of early potatoes. When an army truck drove on to the field to load, output went up so that a 15-year old New York girl made a one-day record of 175 bushels!

130 campers sometimes worked more than 4500 hours per week.

Total earnings were about \$17,500.00.

Work enthusiasm and pride were contagious. We had to establish a firmly limited seven-hour day, with a half or two-third day Saturday. This included insistence on a full one-hour lunch and rest period. Hot meals, not merely picnic lunches, were carried into the fields when they were working too far from camp to return for luncheon. If permitted, they would have worked too long and too hard for their own good. In their own phrase—"the fun is in the fields".

When shortage of available labor in a war production area stripped the camp of all kitchen help, except a chef and assistant, campers themselves volunteered to do the routine jobs in the kitchen, and in preparing for canning, at the same rates which were received in the fields. A crew of girls volunteered for the cleaning and housework on the same basis and were ably lead by a British refugee. When the local laundry fell down on its promise to do our washing, a volunteer crew of girls stepped in and with the simple laundry equipment which we were able to procure did the campers' washing, even to dirty dungarees, and the ironing of good shirts for church and town sprees, with competence and cheerful good will. Throughout the camp there ran a spirit of helpfulness; whatever was needed would be done and someone, usually many more than needed, would step forward to help carry the load.

Our cautious friends were right about one thing. We *had* attempted too much. Even we ourselves had not counted upon the energy and desire for work which ultimately developed. We had expected only the oldest boys and girls to be interested in working more than a half day, so we planned an elaborate program of instruction. For the girls, there were household arts and child care; for the boys, specific instruction in some of the more technical aspects of farming and soil conservation; for both boys and girls, Red Cross Life Saving and First Aid, tutoring, classes in art and music. Soon it became apparent

that they so enjoyed their work, however, hot or grimy, that theory could not replace it. So courses in agriculture were carried out informally in practice by the farmers and by men of our staff in discussions at the evening meeting. Then all met together to report and comment on the day's work and to plan the morrow's. Some tutoring was carried on, but we do not recommend combining it with the work program. Child care, home nursing, First Aid, and Life Saving had several groups of adherents, but should be undertaken only by those who are making a fairly extended stay. Music and art attracted quite a number. The group singing had much vitality, the Sunday Evening hymn sing, though voluntary, was attended by most of the camp. The Art Group, though small, was ardent.

Entertainment, we found, had to be varied and flexible. Two evenings a week we planned the program, others were arranged in accordance with campers' requests or just remained lazy—an item which they very much appreciated. There were movie shows, amateur nights, square dances to which the farmers were invited. Challenge softball games, camper concerts, skits, dancing, plays, and games were successful if informal and impromptu. Programs carefully planned in advance lost their zest. Spontaneity and co-operation were the keynotes on which the campers' fun could be guided.

Farm work, though wholesome, is not cleanly; dungarees and shoes will deposit sand or mud without respect for convention. Continuous stress upon clean-ups and neatness is essential in camp and time must be ample before lunch and dinner. A pool or a good swimming-hole is a *sine qua non* in a work camp. At the end of the day's work a good shower, a plunge, with diving and games in the water, are a necessary refresher and must be under proper supervision.

Rules were at a minimum. One restricted smoking to those 15 and over who had written permission from their parents and safely limited the times and places when the desire could be indulged in. A second restricted couples from leaving the grounds, without specific permission or chaperones. Those who broke these rules—there were four campers in all—were immediately dismissed; otherwise the rules were not violated. For other items on the conduct of the camp, staff made plans with a representative camp council, elected by the boys and girls themselves. Any change in program was the result of a co-operative decision and backed by all.

The summer brought the boys and girls a rich experience in co-operative, purposeful, jolly work and play. They learned something of the value of money in terms of effort, and came to appreciate the sources of their daily sustenance and the joy of working with

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# Interpreting the Present Emergency to Campers

OUR efforts as camp directors, counselors, and campers to see our place in the total world picture are perfectly normal. They are in line with similar efforts in all other fields of reputable action. The very gregariousness with which all of us are endowed, and our need for self-preservation, cause us to huddle together in every time of crisis. Besides, it seems to be a necessary social strategy for us to relate our accustomed activities to the war effort. One would hardly think of hotel keys as having much to do with winning the current conflict, but here is the sign which I saw in front of the hotel elevators this Morning: "Hotel keys are made of bullet metal. When you lose your keys, you take bullets from our fighting men." How much more is one impelled to discover the relationship of camping to democracy!

We must, therefore, face this basic question, "Where can we take hold of the present situation so as to help the most?" No one can go blithely on working in a summer camp as though nothing critical were happening in the world today. At the same time, much of the value of our summer camps will be lost if we upset too greatly the normal program of camping and the stability, security, and creativity which are the major by-products of our camp programs. Therefore, we must interpret what we are doing in the light of the contemporary crisis and, at the same time, explore the new possibilities of camping revealed to us by the pressure of the emergency. Furthermore, in all this we must restate our motives and our objectives in such a way that we shall understand them ourselves, and that the campers under our leadership may become aware of the deeper meanings and the long-range goals involved in our democratic processes.

With all this in mind, Mr. A. C. Ballentine and I collaborated in a discussion program last summer at Camp Kehonka, Wolfeboro, New Hampshire. Our hope was to gain the participation of campers from six to eighteen in four informal discussions of the relationship of the modern camper and her camp to World War II and its aftermath. On July 11 we assembled the entire camp following the Sunday morning worship service and introduced questions concerning the maintenance of morale in the camp itself. Our thought was that the campers could find the solutions to many of the problems of democracy much more readily if they came at them through the situa-

By

Rev. Charles C. Noble

tions which were within their own control.

The idea was to begin at home with our solution of the world's problems. Therefore, we asked simple and obvious questions about behavior down the tent line, cooperation with the counselors, friendships and social cliques within the camp, and disloyalties which might spoil the camp morale. Without any embarrassing delay, campers of all ages entered immediately into the discussion. Even the smallest camper had her contribution to make and, in fact, nearly stole the show. We were astonished at the number of frank criticisms which came from the girls, criticisms of a constructive rather than destructive nature, aimed at getting rid of selfishness, meanness, prejudice, "cat-tiness," and general indifference wherever they were showing themselves in the camp. It was agreed that we had no right to condemn Hitler as a dictator if there were little dictators among the campers or the counselors, and that we were hypocrites in talking about a unified world if we could not approximate a unified camp. Both campers and counselors learned a great many hints regarding the best way to iron out the rough spots in Camp Kehonka's own version of democracy.

Two weeks later the older girls gathered in the lodge around the fireplace and went to work on the world situation just as they had approached the camping situation. With an astonishing amount of information and with considerable insight and maturity, they outlined the causes of war and the reasons for the present world conflict. They were especially concerned about greed, the quest for power, and the poison of race prejudice. Many examples of these causes of war were recited from their own community experiences and from their reading of recent history. These older girls were especially aroused over economic and social inequalities in the world and in their own communities, and became extremely excited over the examples of race prejudice which were constantly thrown into the discussion. It was obvious that they had grasped the principle of equality of opportunity as one of the fundamental bases for world peace. The



Four Freedoms were considered and their validity recognized. The girls revealed a mature understanding of what would be involved in a peaceful world order modeled generally after the League of Nations. They recognized that there would have to be a curtailment of national sovereignty and a freer cooperation across boundary lines economically. It was, of course, impossible to complete the blueprint of the postwar world in one evening's discussion, but broad working principles were laid down.

Mr. Willkie's book "One World," seemed to be the perfect foil for the next discussion which again was limited to the older girls. The review of this book constituted a rapid trip around the world in 45 minutes, and the attention of the campers never wavered for a moment. Without arguing about Mr. Willkie's thesis but rather taking it for granted, they returned from the trip to their own American scene and raised frank questions regarding democracy as we know it in America. Evidently it seemed to them to be getting ahead of the game if we dwelt too long on the fruits of the democratic spirit abroad when the harvest was obviously skimpy at home. Again and again they pointed out the inequalities in American life: the disenfranchisement of the Negroes in many states of the Union; the incipient anti-Semitism in our country; the attitude toward the yellow races which helped appreciably to precipitate our war with Japan; the lack of democracy in many industrial situations where masses of our people have little to say about their destiny. These and other situations were cited as examples of imperialism in America. Interestingly enough, the campers finally gravitated to their own home towns and again brought up the problems of democracy there. The old barrier of the railroad tracks was mentioned. High school and college fraternities were called in question. Religious, social, and economic barriers were indicted and the girls committed themselves to new efforts on behalf of democracy at home.

On the last Sunday save one of the campng season, Parents' Weekend was observed. Following the morning worship the entire camp again assembled for the final discussion of the series. This one dealt with the religious basis for the rebuilding of the world. Again the campers participated rather well but this was the least successful on that score of all our meetings. The reason? There were too many parents around and the girls seemed to be inhibited thereby. Nevertheless, there was a very helpful sharing of ideas. It was pointed out that it is not enough to think of God as dwelling in the beauty of His great out-of-doors. One must see that same God in the spiritual and moral laws of the Universe. One finds God not only in the aesthetic values but, also, in the sterner aspects of human life. We discover Him as we seek to relieve human misery and as we

work together to build a better society. We discover Him in the moral laws when we endeavor to run counter to what is right and are forced to face the consequences. We can hardly expect for success in creating a peaceful world order if we base that order only on ideas of goodness and leave the vitality of God out of it. It is one thing to exclaim, "For goodness sake!", but it is infinitely stronger to ejaculate, "For God's sake!" Something in us demands the appeal to something higher than we are, and our best efforts seem futile until they are geared into the efforts of the Eternal God to establish justice and righteousness among men. With this consideration of the underlying religious motives of democracy, including the key idea that men are the children of God and must be treated accordingly, the series seemed to be fairly well-rounded and reasonably successful.

A few suggestions regarding method will be in order at this point. Campers will enter into discussions much more rapidly in a natural setting, such as a chapel in the woods with which they are familiar or in front of the fireplace in the lodge. The leader should be someone whom they have already accepted as a part of their community life, someone who has taken on the local color of the camp and who does not come before them primarily as a lecturer. Indeed, while there is a place for instruction, lecturing should be kept entirely subordinate, and participation by all should be the rule. Smaller groups will obviously go deeper than larger groups although it is good for the camp morale to face serious problems altogether now and then. If the discussion has been successful in the larger group, there will usually be an opportunity for follow-up discussion with small groups and individuals.

If I were to suggest a possible outline for a series next year, I would entitle it "Freedom." The first period might deal with the question, "What is it?" I would suggest that freedom is devotion to ideal values in cooperation with others and God in realizing them. There is a splendid chapter on this question in Prof. E. S. Brightman's book "The Spiritual Life," page 176, published by the Abington Cokesbury Press. Of course, I would not use these abstract words with the campers but get at the question through practical problems familiar to them in their particular camp. There is a freedom to be something, freedom from something, freedom to work and achieve, freedom to choose with certain consequences that follow our decisions. The second period might deal with the question, "Do we have freedom?" Do we have it as individuals? If not, why not? How much is possible in camp anyway without breaking down necessary routines and controls?

Among the older boys or girls, it should be possible to discuss whether or not we have freedom

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# Rural Youth Go Camping

By  
Bruce Buchanan

IN THE camping field the farm boys and girls have been largely neglected. Several factors have limited the camping of rural young people. Chief among these is the fact that most of them are important members of the farm business enterprise and cannot be spared from the farm and home for more than a few days at a time. Also, spending money is quite limited with many farm people and attending a long season camp is out of the question for that reason.

The typical camp depends upon life near to nature in an outdoor setting. The fundamentals of simple living, contact with nature and her forces, and dependence to a greater or less extent upon one's own exertions, all of which make camping such an important educational experience in the lives of city children, are the common heritage of farm boys and girls. For this reason many people have felt that camping has little to offer farm young people.



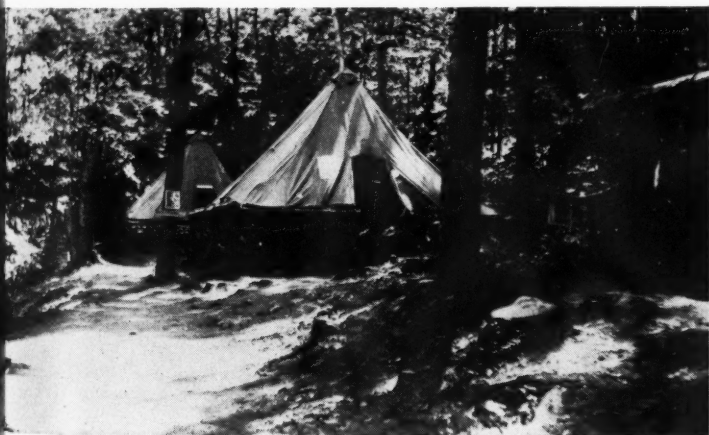
Leisure for Companionship

4-H Club organization has developed a philosophy of rural camping that has a distinct contribution to the growth of the camping movement.

The program for the 4-H camp must be different in many essentials from the usual summer camp program. There are certain peculiar needs to be met, needs arising from the characteristics of rural life itself; from the fact that American farms are isolated and that rural communities are sparsely inhabited. Rural boys and girls are lacking in opportunities to develop desirable social attitudes, and are hungry to meet other boys and girls with the same experiences and ambitions as themselves. A rural camp must be aware of the social values of camp. The features of the program which are most popular with the campers and for which they ask over and over are the group activities—tent life, club meetings, campfire programs, group games, dramatics, music and inspiring ceremonies.

We believe that a camp, planned for the boys and girls from our farm and village homes should adopt some such program as the following:

1. Objectives should be clearly understood and should be stated in social terms. Contacts with other young people and opportunity to form friendships are first in importance.
2. Leadership should be carefully selected, and every member of the staff should appreciate the advantages and disadvantages of rural life.
3. Citizenship of the highest order should be the final aim. This requires an understanding of world



Living in the Out-of-Doors

If those fundamentals are all that there is to camping, there would be little excuse for offering a program of camping to rural youth but much more is possible in a well organized camp. Farm boys and girls need the experience gained in camping as much as the boys and girls from the cities, but they need a kind of camping adapted to their special needs. In the past too many camps for rural youth have attempted to use some program which was planned for a different group of boys and girls instead of for farm youth. But today, out of the experience of the



events, and an appreciation of American ideals coupled with expression of these ideals in terms of action on the camper's own level of experience.

4. Inspiration for better living should be continually sought, through carefully planned work in music, art, literature, nature, dramatics and an appreciation of the worth of people as individuals regardless of race or education.

5. Activities should be carefully chosen to attain these ends.

We have developed to a high degree of interest our campfire programs, daily 4-H Club meetings or camp assemblies, music and group singing with a rural background, dramatics and camp ceremonials drawing inspiration from pioneer sources, and the magic of story telling. We have found such sports as shuffle board, badminton, volley ball and deck tennis far better than highly organized sports like basketball and baseball, as the campers can play these more simple games with smaller groups in their home communities. For the same reason we have found group games very valuable in their carry-over value. Safety activities deserve much attention and we stress swimming, with trained life guards and Red Cross instructors; canoeing, a privilege reserved for good swimmers; rifle care and use under the tutelage of an expert marksman and practical woodcraft. These are all favorite activities of rural boys and girls, and we aim to send them home better able to enjoy them safely.

Many 4-H camps feature farm and home project work relating to gardening, dairying, canning, repair of farm machinery and countless other worth-while activities, but at Camp Waubanon we feel that these belong to the 4-H club at home and that in camp we have a priceless opportunity to give the rural boys and girls something which they cannot expect to receive in their small home communities with their very limited resources for such group activities.

In our section of New England, peopled largely with the original pioneer stock, we have felt the need for contact with other races and with world forces, so for several years we have made an effort to bring some of these to our group. We welcome friends from city environments and from other camps as campers and counselors. For several years we have included refugees from Europe and this past summer invited a boy and a girl from Harlem to spend the week with us. The Four Freedoms, around which we built our program this season, become something more than high sounding words when we hear first hand from people who know what life is like without them.

Camp Waubanon has completed twenty years of service to the boys and girls in the 4-H clubs of Windham County, Vermont. It holds a session of one week each season, with both boys and girls attending. The enrollment is about 100 each year, a majority

from farms, some from the villages and a few from the cities are among its members. The minimum age is 12 years and the campers are under 15 as a rule. It is not possible for these youngsters to be spared long from home so we try to give them a complete camping experience in the short seven days that they are in camp. It is possible to do this because the camp is one feature of a year-round program of the 4-H clubs, under the supervision of the County Agent who is also Camp Director. Most of the members of the leaders' staff are 4-H club members and 4-H volunteer leaders who know the camp traditions and 4-H methods. As a result the camp program runs smoothly from the first assembly and in a very short time the camp group is functioning as an organized unit, ready to carry out the details of a fully organized camp.

In our camp history we have been fortunate. We started with the County Farm Bureau as sponsor and the experience of the 4-H club department of the Agricultural Extension Service of the University of Vermont and State Agricultural College to guide us. When make-shift accommodations, which had been used for several years, failed us in 1930 we received permission from our state forester to build in the Townsend State Forest. The Civilian Conservation Corps used our quarters for a time, greatly improving and enlarging our facilities until we have good equipment at comparatively low cost.

Any group thinking of starting a camp for farm boys and girls should be careful in choosing a site. Land publicly owned is a good start. Caution should be used in accepting any gift sites, unless title or a long-term lease may be secured. Some sponsoring agency should assume the responsibility and large investments should be avoided. Cash is not easy to obtain in rural areas, and after all it is camping that is wanted, not an expensive plant. Boys and girls do not mind simple accommodations as long as they can feel the camp is theirs. In our experience, the campers who helped build our buildings and equipment with their own hands are the ones who come back to visit and talk over their camp experiences most often. The site should offer facilities for those activities which are most vital to rural camping. Space must be allowed for many events to be carried on at the same time. Good swimming facilities are one feature which must be included. Needless to say, healthful surroundings, a safe water supply and freedom from hazards are absolutely necessary and natural beauty too, is a most important asset if we would speak to the souls of our campers.

Camp Waubanon has quite largely developed its own leadership. It has become the ambition of many of our campers to become counselors, or leaders as we prefer to call them, using the 4-H terminology. These leaders come to camp two days before the



camp opens, and during that time they help set up tents and arrange equipment. But at the same time there is opportunity for the director to hold a series of discussion meetings at which the methods and traditions of the camp and the desires of the campers are talked over. Each member not only learns of his responsibilities and duties, but also becomes informed of the work of the other members of the staff and, most important of all, of the educational objectives of the camp.

Out of 100 boys and girls in camp, about 30 are leaders. This number permits the development of a group spirit, a camp within the camp, which has proven very fine in its results. The leaders' group makes decisions regarding the activities of the week as they arise, discusses in a constructive manner the problems of the different individual campers, and handles its own problems of conduct with considerable judgment. This past summer a real test of the

effectiveness of the organization was made when one member was guilty of fundamental dishonesty. The group handled the situation to the satisfaction of the adult members of the staff. On the whole we feel that we are working in a democratic fashion without sacrificing any factors of safety or discipline.

These same boys and girls who get such a thrill out of camp leadership have carried their enthusiasm home with them and many are leading 4-H clubs and taking an active part in other community activities all over the county. Rural communities need leadership and Camp Waubanong is helping develop leaders for rural life.

We in the 4-H club movement feel that the rural boys and girls have much to gain from camping, but it requires a specialized kind of camping to pay the largest returns in helping them attain "A rich, satisfying rural life."

## Sulfonamides and Camp Sickness

Dr. Henry E. Utter

IT IS impossible to gather in one group fifty or a hundred children for periods of two to eight weeks in the summer months without some illness. Particularly is the camp which affiliates young children beset with this problem. Camps which enroll children in their teens have less illness owing to the fact that most of this age have run the gamut of the contagious diseases of childhood.

Perhaps no one factor in camp life antagonizes parents toward the desired benefits of camp than to send a perfectly well child, often at considerable financial sacrifice, to camp and then learn that the child has been taken ill in camp and perchance as often happens, the health benefits which have been accrued by the child are many times offset by the debilitating effects of the illness.

Before the advent in our medical armamentarium of the sulfonamides illness relative to lungs, nasal passages, sinuses and glands have contributed largely to the list of diseases contracted in camp. Of course we must add to this group of respiratory disease the usual contagious diseases of childhood.

In the early years of the use of these drugs we treated them with a certain degree of fear and they were little employed to shorten a camp illness. With the increased study of these chemical products and the manufacture of new, equally potent but less harmful compounds, many of these early fears have been dispelled and much of the laboratory work while using these drugs has been dispensed with. At present many children with rheumatic fever are given daily

doses of the sulfonamides to prevent streptococcus infections which play such an important part in precipitating recurrences of rheumatic fever, which is indeed the most serious, barring no other type of illness, the scourge of childhood.

Sulfonamides prescribed by the camp doctor or local physician called to the bedside of a sick camper, are now for the most part used without fear of any dire results if ordinary precautions are taken concerning dosage and duration of treatment. The sulfonamides should in most cases insure the camper against the advent of otitis media, kidney infections, cervical adenitis, pneumonia and sinusitis when these drugs are prescribed by an intelligent physician at the beginning of a throat infection. Most all febrile diseases of childhood enter the system through the throat. Nearly all the intestinal and stomach manifestations of children, which appear in epidemic form in our camps are throat borne infections. Children for the most part in camps are not upset by the food which they eat, our grandmother's theories to the contrary. Much hokum has been invented by our ancestors not too remote to account for the appearance of illness. In the past two years the writer has heard from a camp director of an epidemic of illness which came from pollen found on the water during swimming period. Let us forget such theories and look to the throat except in such rare eventualities as the appearance of typhoid fever which is, of course, an ingestion disease. The sulfonamides will in the future save many lost camp days.

# A Counselor Placement Service for the Chicago Section

By

Mrs. Jennie Purvin

A NEW and successful counselor placement service was worked out last year by the Chicago Camping Association after it was found that the United States Employment Service would be unable to continue the Camp Placement Division for the 1943 season. The government office was limiting its work to placement for jobs directly connected with defense industries. The Executive Committee of the section, therefore, requested Mandel Brothers, a department store which has operated a camp service bureau for many years, to accept the responsibility of maintaining a skeleton organization for camp placement work in connection with the Camp Advisory Department. Since, in the winter months it looked as if the 1943 camp season would not be a heavy one, the Committee thought that it might be possible for Mrs. Purvin of Mandel Brothers, who has had long experience in camp service, to accept this added responsibility with the help of a strong advisory committee to be set up by the Chicago Section.

## PROCEDURE

The project was presented to Mandel Brothers and it was agreed that Mrs. Purvin's office would act as a clearing house through which the work of the Camp Placement Bureau could be maintained in skeleton form during the 1943 season. Mandel Brothers agreed to provide proper stationery, and a staff including Mrs. Purvin, and her regular full-time stenographer. Other expenses were to be recorded as accurately as possible. The advisory committee from the Chicago Section met several times and discussed such matters of policy as: organization plans; materials and forms; publicity among camp directors; and sources of counselor supply.

Since a number of applicants for counselor positions were still in high school it was the opinion of the Committee that those who seemed too young or too inexperienced to be useful should be discouraged from filing applications. Those who showed promise were allowed to file and it is interesting to note that a number of these were placed advantageously by the end of the season.

Since it was evident early in March that the camp season was to be a heavy one, the Committee discussed the advisability of asking the office to do more than

merely referring an applicant to a camp director and visa versa. With the increasing demands on its time, with the limited help at its disposal, the office was hardly in a position to assume additional responsibility and the Committee felt that it should not be required of them. However, the earnest approach of the camp directors to the problem of securing the right type of counselors persuaded the office to give the major portion of time to talking with directors and counselor applicants. This helped to increase the information requested on the forms which both directors and counselor applicants filled out. It also enabled the office to maintain not only a card index but also a cross index for counselors available for each camp activity. The card index system was further divided to distinguish men from women applicants, each in age groups and to indicate camps or counselors already allocated to positions. Application blanks were carefully filed alphabetically so that they could be easily examined by camp directors wanting more detailed information concerning applicants than the card index showed.

In the beginning the office endeavored to send applicants to only one camp at a time and to wait until a report came in as to whether an agreement between the directors and the counselors had been reached. If this policy could have been maintained it would have eliminated one of the most severe evils in each recurrent season, namely, the seeming necessity of camp directors for over bidding one another in salary offers, in order to secure desirable applicants. This situation was of course aggravated by wartime conditions. However, the response from both directors and applicants was so slow in coming into the office that the system broke down and had to be abandoned. Instead, if camp directors came to the office in person, the card index file was put at their disposal. The office cooperated by giving additional information obtained through personal interviews with camp applicants, which were always encouraged. Each group in the file bore a code indicating to which camps the applicants had already been referred. As soon as there was positive information that the applicant had been placed, such card was removed to the proper compartment.

### PROBLEM OF SALARIES

The question most frequently asked and least frequently answered concerned the salary directors were willing to pay. The office invariably told applicants that it had no knowledge of what individual camps paid, that all financial information must be secured directly from the camp head. Beginners provided a note of humor to the whole situation. Thinking that they were dealing with an "industry" they filed fantastic remuneration expectations. The most exciting one was from a bandmaster who felt that a national reputation as a "swing" artist should make him worth \$100.00 a week to any camp. Youngsters whose only preparatory equipment consisted of high school gym work were sure that directors were consumed with the need and desire to employ them at \$25.00 a week. Experienced counselors knew this was their great year. Therefore, they frequently asked not to be sent to any director who was not prepared to pay at least \$500.00 for the season's work. School teachers measured what they thought they should receive by their winter weekly income whether or not they had ever had any camp experience. The only men who were available in fairly large numbers were fathers with wives and from one to four children, whom they expected to take to camp with them.

Looking back upon all the interviews held with various types of applicants is pleasant enough in retrospect; but the hours consumed in persuading them that camping, even when highly altruistic, was none the less an honest business venture and needed to be conducted along business lines were many and trying! Many applicants shared with the general public the idea that all one needed to do to operate a camp was to own a piece of property, to hang out a shingle, and invite boys and girls to come in and make merry.

### COOPERATION OF OTHER AGENCIES

From the beginning the office received splendid cooperation from some of the larger universities in and around Chicago. Some college placement bureaus forwarded all applicants from both directors and counselors. The Chicago Park District, at the office's request, sent the names and addresses of all rejected applicants in their life guard examinations. Most of these, although excellent in water front work, were too young for counselor positions. The American Red Cross was highly cooperative. Local write-ups in the newspapers must have been very widely read indeed, judging from the many inquiries received. The Superintendent of Schools circulated in its entirety, through the Superintendent's Bulletin, the write-up we prepared. This went into every public grade and high school in the city, as well as to the Junior Colleges and the Normal College. A few camp directors cooperated by sending names of applicants who were the overflow after their own camps were staffed.

### PUBLICITY

Communications were sent to the following types of sources: colleges of physical education; junior colleges, teachers colleges, universities, private colleges, business schools, technical schools, theological seminaries, schools of medicine and nursing, home economics departments, and agricultural schools. In addition, conventions were contacted which might offer an opportunity for an announcement. We were successful in getting before the Spring Conference of the Illinois Physical Education Association and the March meeting of the Education Club. A special bulletin published by the Adult Education Council carried the announcement in a conspicuous place in its April bulletin. The Chicago Public Library issued a notice to each of its more than fifty branches. The Chicago Recreation Commission also published an announcement in its monthly bulletin as did the National Child Study Committee.

### EXPENSE

The total expense to the Section covering such items as postage, telegrams, telephone, and mimeograph service was \$66.44, which of course, does not include the staff, office, and incidental expenses contributed by Mandel Brothers.

### SERVICE GIVEN

Applications were received from 270 women and girls and 116 men and boys, a total of 386. One hundred and ten camps registered for counselor service. Forty-three camps were helped with a total placement of 92 counselors. It is interesting to note that of the men placed in positions, one was accompanied by his wife and twelve by a wife and children varying in number from one to four. There were seventeen men with families for whom no openings were found. The larger number of unplaced applicants was among the totally inexperienced group, thirty-nine men and fifty-eight women. These two handicaps, a family or inexperience, accounted, therefore, for a total of one hundred and fourteen, or thirty percent of the entire group registered. The figures show that twenty-four percent of the applicants were placed. As nearly as the facts could be ascertained, the record performance was nine counselors secured for one organization camp. The others vary in number from one to five counselors placed in any one camp.

### SUGGESTIONS FOR THIS YEAR

The following suggestions are offered for the coming season:

1. *A concerted plan to secure better cooperation from camp directors.* It became impossible to keep accurate records because many camp directors and most of the applicants neglected to notify the office after interviews were provided. Attempts were made by telephoning and by mailings to directors and applicants to keep records up to date, with only partial

*(Continued on page 23)*



# Resource Material in Camping

by

STUDIES AND RESEARCH COMMITTEE

## A Camping Manual

By R. Alice Drought (A. S. Barnes & Co., 67 W. 44th St., New York, N. Y.) Price: \$2.00.

In this most instructive manual, Miss Drought gives information on the problems and pleasures incident to camping. "Real camping" must be conscientiously organized and this book gives a thoughtful and careful analysis of fundamentals for camp administrators and counselors. It is particularly timely as the emphasis is on social responsibility, useful recreation and the development of personality and resourcefulness. If you are interested in the set-up and management of a successful camp, this is the book for you.

## Arts and Crafts

By Marguerite Ickis (A. S. Barnes & Co., 67 W. 44th Street, New York, N. Y.) Price: \$2.50.

Written by one of the foremost of modern instructors on Craft, this is a comprehensive reference book for both beginners and teachers. It is beautifully illustrated with informative pictures for the reader, and, in addition, includes a full bibliography of Arts and Craft. The author's enthusiasm and easy style shows the spontaneity of one who loves her subject. Every child will understand and every adult will appreciate the writer's simple step-by-step list of instructions and her description of the minimum equipment needed. After following Miss Ickis' explicit directions and suggestions, the reader will be able to handle deftly the materials connected with arts and crafts. Contents: pottery, leathercraft, weaving, puppetry, metalcraft, papercraft, silk screen, textile printing, whittling, printing press, and book binding.

## Campers, Corn and Tomatoes

By Harry Serotkin ("The Federator" for November 1943, pages 235-237, 241, the publication of the Federation of Social Agencies of Pittsburgh and Allegheny County, 519 Smithfield St., Pittsburgh, Penna.)

Camping trails of the summer of 1942 in Pennsylvania, doubtless common to camps throughout the country, are briefly summarized in this short article.

## Encyclopedia of Child Guidance

Edited by Ralph B. Winn, Ph.D. (Philosophical Library, 15 East 40th Street, New York, 16, N. Y.) Price: \$7.50.

The book deals with all phases of child guidance and its many ramifications in psychiatry, psychology, education, social and clinical work. Designed as a guide for physicians, psychiatrists, and clinicians, social workers and educators, because of its simple and clear presentation, it can be used by intelligent parents as well.

## Devotions for Youth

By Clark R. Gilbert (An Association Press-Revell Company Book) Cloth. Price: \$2.00.

More than one hundred devotional services, dealing with the daily life experiences of young people, make this book a ready-to-use-guide for school, club, church, camp, and home leaders: pastors, teachers, parents, young people themselves. It provides long and short devotions, with or without scripture; devotions to be read; discussion type

with questions; devotional talks and stories; devotions for special days and on specific problems. A subject index lists a great variety of topics and themes for handy reference.

Prepared to supplement denominational material, *Devotions for Youth* can be used by any religious group or among people of different faiths. They are educationally sound, spiritually true, and acceptable to all denominations.

## Games for Children

(National Recreation Association, 315 Fourth Avenue, New York, N. Y.) Price: 50 cents.

Here is a booklet of games for children of all ages—from early childhood to adolescence—for indoor and out-of-door play. There are singing games, tag games, relays, ball games, miscellaneous active games, quiet games, and nature games. The universal appeal of this booklet should commend it not only to play leaders but to teachers, club leaders, parents, and all interested in children's play.

## Horses: Their Selection, Care and Handling

By Margaret Cabell Self (A. S. Barnes & Co., 67 W. 44th St., New York, N. Y.) Cloth. Illustrated. Price: \$3.00.

Here is a volume that tells all about the horse from the novice's purchase of an animal to the taking of blue ribbons in the show rings. The author describes the more familiar breeds of horses, their characteristics and the purposes to which they may be put in order to help you select the horse that will best suit your purpose.

The feeding, grooming and general care of a horse are discussed along with the cost in time and money. What to do if your horse gets injured or becomes ill is outlined in a chapter on First Aid which will be found very useful in cases where a veterinary is not nearby.

In addition to the basic rules of training there are a great many hints on the everyday handling of horses, which will prove of great value to the novice or to someone who, having perhaps ridden a great deal, has never actually taken care of a horse. They are the "tricks of the trade" which make the care of a horse easier and more enjoyable.

Teachers will find especially helpful the chapter on teaching the child to ride; and the experienced rider will be interested in the summary of the modern ideas of horsemanship, and the review of riding hints.

For the horseman who loves a Horse Show, the author has devoted an entire chapter to the classifications of horses, types of jumps, penalties and awards.

## Understanding Ourselves

By Marion Faegre (Department of Health, Minneapolis, Minn.)

This is a pamphlet for older boys and girls.

## NOTICE!

In an early spring issue we would like to carry on this page a list of camp counselors training courses being given, or to be given, this spring. Will all directors of courses, or executives of national organizations or agencies offering such courses, please send a notice immediately to the Chairman of the Studies Committee, so that the list may be as complete and as definite as it can possibly be made? Barbara E. Joy, Chairman of the Studies Committee, 400 N. Clinton, Iowa City, Iowa.

## *Regional Conferences of A. C. A. Sections*

February 18-19.—Central States Regional Conference at the Schroeder Hotel, Milwaukee, Wisconsin.

February 24-27.—Pacific Camping Association Conference at the Biltmore Hotel, Santa Barbara, California.

February 25-26.—New England Camping Association at the Hotel Statler, Boston, Mass.

March 16-18.—New York Section Regional Conference at the Pennsylvania Hotel, New York, New York.

## **Adventures in Food Raising**

*(Continued from page 10)*

the soil. As they worked for farmers, Polish, Greek, Lithuanian, American descendants of Colonial settlers, they learned Americanization at first hand. They saw the strides of progress possible between first and second generations. They came to respect and prize their friendships with the many admirable men and women who employed them and had taught them the joy of work.

The Farm Work Camp opens one of the greatest opportunities presented to American youth. We know that there exists among our young people a tremendous urge for purposeful, helpful, hard work, a greater share in the war, and a greater understanding of the people that are America. We believe that from such enthusiastic, co-operative living boys and girls gain a new respect for each other and a perspective on life which leads to finer citizenship.

The country needs, not a half-dozen work camps, but hundreds, run by people experienced and sympathetic with youth. Again we face a summer with a shortage of farm labor; again many school plants, in or near farming districts, will lie lushly idle until someone turns them to good account; again teachers will restlessly want to help the war effort. Here, in the pattern of our Eaglebrook experience, is one solution,—such a program can become a permanent peace-time adjunct to the traditional educational system. It is economically and emotionally sound. It is our hope that the summer of 1944 may see many more schools opening a similar opportunity to America's boys and girls.

for JANUARY, 1944



## **For Best Results**

### **ADVERTISE YOUR SUMMER CAMP TO CAMP-CONSCIOUS FAMILIES**

By camp-conscious families, we mean the kind of families that appreciates the value of a summer camp for their children and can afford to pay for it.

More than 800,000 of those families all over the country get The New York Times Magazine, a part of the Sunday New York Times. That is why, year after year, camp advertisers use more space in this productive magazine than in any other publication.

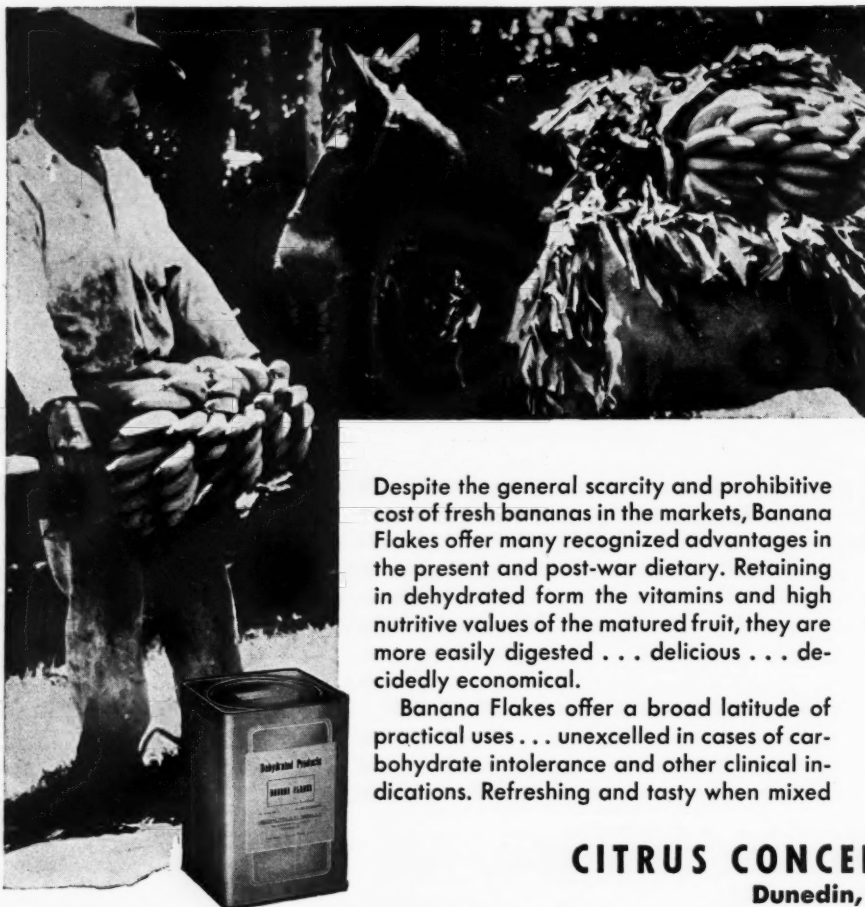
Three practical suggestions for a successful 1944 season: 1—Start your advertising early. 2—Run your advertising consistently. 3—And put The New York Times Magazine at the top of your list.

Write today for full information about the Camp Directory, which is featured in The New York Times Magazine every Sunday throughout the season.

## **The New York Times**

Camp Advertising Desk  
Times Square,  
New York 18, N. Y.





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for wartime America

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WORLD'S FINEST TREE-RIPENED  
BRAZILIAN BANANAS

Despite the general scarcity and prohibitive cost of fresh bananas in the markets, Banana Flakes offer many recognized advantages in the present and post-war dietary. Retaining in dehydrated form the vitamins and high nutritive values of the matured fruit, they are more easily digested . . . delicious . . . decidedly economical.

Banana Flakes offer a broad latitude of practical uses . . . unexcelled in cases of carbohydrate intolerance and other clinical indications. Refreshing and tasty when mixed

with milk as a beverage. Highly satisfactory for cooking and ice creams when the true banana flavor is desired.

Banana Flakes will store indefinitely without refrigeration if container is firmly closed. Temperature changes will not affect quality or consistency of the product. Economical? . . . each pound of Banana Flakes is the equivalent of 80 tree-ripened bananas,—at a cost surprisingly nominal.

ORDER TODAY or request our representative to call for demonstration

**CITRUS CONCENTRATES, INC.**  
Dunedin, Florida

## An Approach to Nature Lore

(Continued from page 7)

most of the commonplace or the unexpected.

One early summer morning the shore line is covered with the empty pupae-cases of the Mayfly. Now is the time to tell the life story of this interesting insect, including the question, "Why is it that the adult Mayfly has no mouth parts?" Children are impressed by the unusual.

Late summer sun falls on the canoe as it drifts down the Au Sable River. The marshy banks are decorated with clouds of mountain silver spot butterflies feasting on the nectar in the swamp milkweed blossoms. This is the time to tell the story of the interdependence between insects and plants. Is it true that a butterfly's tongue is often the exact length of the flower which it pollinates?

As we are wading along the edge of the lake we see a mother sandpiper making an heroic effort to attract our attention away from her unprotected nest. Here can be told the intriguing story of protective coloring. Why do the three mottled eggs blend so neatly with the brown of sand and the gray-brown of drift wood from which the nest is made?

It is the last day of camp. We are off along the avenue of tall poplars for one more walk. A soft shower of red and gold leaves is already falling all

about us. A child asks "Does frost make the leaves turn red and gold?" Upon examination of the stem-end of one of these leaves we see that an almost invisible layer of cork cells has already cut off its supply of chlorophyll. The brilliant colors of autumn are but the waste chemicals which the tree is now discarding as it prepares for its long winter's rest. As we walk on we all feel strangely akin to tree and flower for the leader is saying "Chlorophyll, which is the life substance of the tree, is so like blood which is our own life substance that only an atom of magnesium in the former and an atom of iron in the latter separates the two."

Court the spirit of adventure. To find a birdsnest fungus, to uncover the hidden flower of wild ginger, to see witch-hazel bloom golden against an October sky—common sights, all these—but long to be remembered by the child who is prepared to see and feel their beauty and wonder.

If you have really interested a child in the out-of-doors, you have given him a beautiful and lasting gift. If you have helped to make him aware of life's on-going continuity and of his place in that long procession called Life, you have given him a feeling of lasting security which will fortify him for all the years ahead. If a child has seen the laws of nature at work in his world, he has had a taste of the truth for which we are all seeking.



## WITH OUR AUTHORS

**Dr. Henry E. Utter**—Dr. Utter who has written several other articles for the Camping Magazine is a prominent pediatrician in Providence, Rhode Island. He is now serving as chairman of the Health Committee, a sub-committee of the Studies and Research Committee, and is thoroughly familiar with the problems in camping. His address: 122 Waterman St., Providence, Rhode Island.

**Lydia King Frehse**—Mrs. Frehse who is well known to many people in camping, is the director of the Nature Program, Camp Westminster, Roscommon, Michigan. Her address: 506 W. Maplehurst, Ferndale, Michigan.

**Bruce R. Buchanan**—Mr. Buchanan is the county club agent with the Agricultural Extension Service of the University of Vermont and State Agricultural College. Since 1927 he has been in charge of the 4-H clubwork in Windham County, Vermont, with headquarters in Brattleboro.

**Mrs. Jennie Purvin**—Mrs. Purvin is the director of the Camp Advisory Department of the Club Women's Bureau at Mandel Brothers Department Store in Chicago. She has been active in the work of the Chicago Camping Association for many years. Her address: Mandel Brothers, Camp Advisory Department, Chicago, Illinois.

**Catherine T. Hammett**—Miss Hammett is on the national staff of the Girl Scouts, Program Division, Camp Program adviser in charge of outdoor activities. Her address: Girl Scouts, Inc., 155 E. 44th St., New York City, N. Y.

**Reverend Charles C. Noble**—Rev. Noble is minister of the First Methodist Church at Syracuse, New York. He has been a counselor and director of a camp for boys, and now serves as an advisory member of the staff of Camp Kehonka, Wolfeboro, New Hampshire. Mr. and Mrs. Noble have a cottage on the camp property.

**C. Thurston Chase, Jr.**—Mr. Chase has been the Headmaster of Eaglebrook School, a private school at Deerfield, Massachusetts, since 1928. He has been active in the educational affairs of the Educational Records Bureau and the Secondary Education Board. For the past year he has been a member of the National Youth Advisory Committee of the Federal Office of Civilian Defense and participated in the setting up of the Junior Citizen's Service Corps. With the assistance of Mr. Ralph Plumley, as Director of Farm Work, the program of the Eaglebrook Farm Work Camp was developed during the past summer.

## Camping Bibliography Available

### ANNOTATED BIBLIOGRAPHY ON CAMPING

*Prepared by Barbara E. Joy*

Copies Available at A.C.A. office, 343 S. Dearborn, Chicago 4, Illinois.

PRICE: 10 cents. Orders accompanied by remittance.



## TO GET MORE CAMP ENROLLMENTS THIS YEAR

Make The Chicago Daily News your representative in the metropolitan Chicago area. Restrictions on travel may compel you to forego many of your personal trips this year, but through this newspaper's columns you can effectively reach that audience of families who are your best prospects for camp enrollments. The Chicago Daily News is "Chicago's HOME Newspaper." Its audience is a HOME audience.

Send a supply of your camp literature to The Chicago Daily News School, College and Camp Bureau and, without cost or obligation on your part, it will be displayed and distributed.

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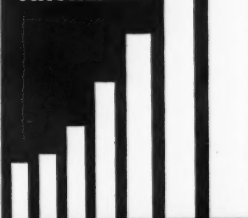
Advertisers in the May 1944 issue will have their advertisements reproduced without cost in PARENTS' MAGAZINE'S Annual Camp Directory. Thousands of copies will be distributed.

Be sure that your 1944 schedule includes PARENTS' MAGAZINE.

**Send Today for Special Camp  
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# PURE WATER *Means a* HEALTHY CAMP

Water plays an important role in camp activities. Sailing, fishing, swimming, and other water sports are enjoyed by all. Other less enjoyed but necessary uses for water are dish washing, food preparation, cleaning, etc. However, its most important use, by far, is for drinking. Plenty of clear, cool, sparkling, and PURE drinking water is absolutely essential for all camps.

% Proportioneers, Inc. % can supply you with the necessary chlorinators and chemical feeders to sterilize and treat your camp drinking water supply continuously and dependably, so that it will meet the approval of your local and state health officials. Water borne disease traced to your camp will cost you many times the price of inexpensive % Proportioneers % to protect that supply. Don't wait for priorities to be abolished. Plan and order now, even if unable to get a suitable rating, so that your camp will be one of the first to get % Proportioneers % after the war is won.

**% PROPORTIONEERS, INC. %**  
46 CODDING STREET, PROVIDENCE, RHODE ISLAND



## Who Plans the Camp Program

(Continued from page 4)

All-camp activities can upset the small group living—but need not. If a camper representative group helps plan them, and if there is correlation with small group planning, the community affairs can set a tone of new activities, stimulate cooperation of groups as well as individuals, and be of great value in the practice in democracy emphasis.

Time must be planned for the planning process. It does not just happen.

### WARTIME INFLUENCE PROGRAMS

This year we are thinking of many ways in which camp program can tie into the war effort. Camps need to justify their existence, but a really good outdoor program giving practice in living democracy does it. Citizenship can be practiced in the small unit group, and in the camp community, and then be broadened to service outside the camp. Good citizenship training will make our campers aware of this country's great natural resources, and give them a sense of responsibility to preserve, protect and improve those while using them.

A good camp program is a "natural" for wartime

effort. Let it build fitness, give opportunities for developing self-reliance and resourcefulness, give practice in real democratic living, and teach the need for service to the country, through good living out of doors.

Now is the time for directors and camp committees to plan the program possibilities that make this program possible.

### STATEMENT OF OWNERSHIP

Statement of the Ownership, Management, Circulation, etc., required by the Acts of Congress of August 24, 1912, and March 3, 1933, of THE CAMPING MAGAZINE, published monthly, November through June, at Ann Arbor, Michigan, for October, 1943.

State of Michigan  
County of Washtenaw

Before me, a Notary Public in and for the state and county aforesaid, personally appeared Sybil Spencer Nims who having been duly sworn according to law, deposes and says that the American Camping Association, Inc., is the Publisher of THE CAMPING MAGAZINE, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, to wit: 1. That the names and addresses of the publisher, editors, managing editor, and business managers are: Publisher, American Camping Association, Inc., Chicago, Illinois; Editor-Manager, Sybil Spencer Nims, Chicago, Illinois. That the owner is the American Camping Association, Inc. 3. That the known bondholders, mortgages, and other securities are: none. 4. That the two paragraphs next above, giving the names of the owners, stockholders and security holders, if any, contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bonafide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

Signed, Sybil Spencer Nims, Editor-manager.  
Sworn to and subscribed before me this 6th day of January, 1944.  
(Seal) Mary Bill, Notary Public.

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## A Counselor Placement Service . . .

(Continued from page 17)

success. With better cooperation more adequate help could have been rendered by the placement service. Since the work closed it has been learned that a number of directors who advertised for counselors received replies from more good applicants than they had room for. It would therefore be advisable to invite all directors to send to the office such counselor applicants as they cannot use but who might be acceptable to other camps. These names could have been added to our files and could probably have been placed.

2. *Improvement of forms used in the light of this year's experience.*

3. *Better choice of sources for counselor applicants.* Because there was a great fear in the minds of everybody that counselor applicants would be few in number, help was solicited from a number of sources which later brought in too many uninformed and inexperienced people. The first three years in the public high schools, other schools remotely if at all interested in camp activities, and probably some other sources should be eliminated another year. It was found that doctors and nurses could be supplied to camps, so that even in this very important field some judgment could be used in soliciting help.

4. *Better plans to eliminate "Shopping around."* The offer of access to office files did not work out satisfactorily. More than any other one thing it was probably responsible for the shifting of counselor applicants from one prospect to another. Some way must be found of regulating the number of camps with which a counselor has contact, so that he is not left at sea as to which to accept. Through the calls we made to counselors over the telephone it was learned that of the ninety-two placed, fifteen women and seven men left the assignments they accepted through the service because they had later secured one in other camps.

5. *Continuation of the counselor training meetings given by the section.* The office sent an invitation from the Chicago Section for its monthly meeting which

## Early Enrollment-Seeking Camps

USE

## EARLY CAMP INQUIRY MEDIUM

★

Camp-minded readers like to get the camp question settled early.

Because the Sunday New York Herald Tribune's **THIS WEEK** is an all-the-family kind of magazine section . . . because it's read by way over a half-million families . . . because its readers are the earn-more spend-more kind . . . it is considered a test medium for camp advertisers.

Last year all kinds of camps had excellent results. One, in the \$300 bracket, received 28 campers from it.

Demand for camps and early enrollment trend are both gaining. We urge you send for rate card and full information today. The Herald Tribune Camp Service—personal guidance to camp-selecting parents—encourages early enrollment. Early enrollment demands early advertising. February issues of the Herald Tribune magazine section are closing *this month*.

★

**SCHOOL AND CAMP SERVICE**

NEW YORK

**Herald Tribune**

included a program for counselor training to all eligible applicants on file at the time of the meeting. A large number of the younger beginner applicants took advantage of this opportunity to learn something about camping. It might be well to repeat the plan and, if possible, for more than one session. On the whole the season's experience was exciting and interesting. Reports now coming in suggest that directors found it valuable.

## Interpreting the Present Emergency . . .

politically, economically, mentally, morally, etc. The third period might introduce the question, "How do we get freedom?" Personally, it appears to come through discipline within and without and through continual practice. Socially do we get it by war, by law, by education, or just how? One might compare anarchy, totalitarianism, and democracy. In the fourth period one might discuss the faith behind freedom and tyranny. Here the important consideration would be the refusal to put the claims of any Caesar above God. Of course, one would want to restate the philosophical and religious bases of democracy in practical terms according to the age group he was leading. In the fifth hour one might discuss the plans and hopes for world freedom. The practical and relevant possibilities of this subject are self-evident.



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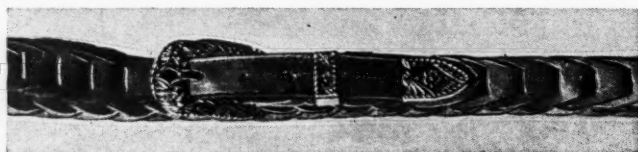
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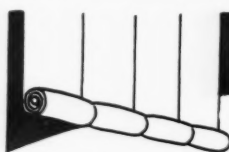
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## CLASSIFIED WANTS

Want a camp job? Need counselors, a camp cook, physician, or assistant? Want to buy, sell, rent or lease a camp? Advertise your wants economically in this section. Rates: \$2.00 minimum for five line insertion. Figure eight words per line. Send your ad, together with remittance, to The Camping Magazine, 343 S. Dearborn St., Chicago 4, Ill. by the 15th of the month for insertion in our next issue.

## POSITION WANTED

Thoroughly capable and experienced camp director available for a private camp for teen-age boys. Interested in permanent connection. Can furnish additional experienced camp staff if necessary. References exchanged. Write Box 206, The Camping Magazine, 343 S. Dearborn St., Chicago 4, Ill.

## WANTED

**DIRECTRESS**, Instructor or Executive Women to be interested financially in beautiful girl's camp, operated successfully for years. Finest clientele. Reason: wish to retire within next five years. Write Box 207, The Camping Magazine, 343 S. Dearborn St., Chicago 4, Ill.

## FIRE EXTINGUISHERS

Standard approved extinguishers bear the usual Underwriters' Laboratories label, which reads "Underwriters' Laboratories Inspected," and gives the serial number of the label and pertinent information on the classification of the extinguisher. That label signifies that the unit conforms to the Laboratories' "pre-war" specifications covering types of materials, details of construction, performance requirements, etc. Such extinguishers are now available only to very high priority holders.

When war started, restrictions on the use of critical materials made it necessary for the manufacturers of standard extinguishers to develop new models using non-critical materials. The solution to this problem was undertaken in cooperation with Underwriters' Laboratories, and a realistic decision was made to sacrifice durability in favor of performance.

"Emergency Alternate Specifications" were developed which permit the use of substitute materials, and extinguishers produced under these specifications bear an "EAS" approval label—that is, the Underwriters' Laboratories inspection label has the letters "EAS" added and also the year of manufacture.

Translated into practical terms, this label signifies that the unit on which it appears will perform as well as the standard model, but will require more careful maintenance and cannot be expected to resist corrosion or stand up as long as the standard type. When standard equipment is once more obtainable, the "EAS" approval will be withdrawn. "EAS" extinguishers now available include pump tank and foam types. Many of these are going to priority holders, but some are being released to the general public.